

ASSESSING AND EVALUATING STUDENT EFFORTS

- ☐ traditional objective items (multiple choice, true-false)
- ☐ essay
- ☐ exhibits
- ☐ portfolios
- ☐ construct a map, table or graph
- ☐ video presentation
- ☐ project
- ☐ debate
- ☐ write a position paper
- ☐ composing original music
- ☐ role playing
- ☐ webbing
- ☐ use of art and music in core areas
- ☐ use of graphic organizers
- ☐ incorporating writing in the learning process
- ☐ construct a model
- ☐ design a process to solve a problem
- ☐ create a model for mathematics or science
- ☐ write a play, poem, or short story
- ☐ use of rubrics
- ☐ oral presentation
- ☐ write a letter to the editor

THINKING SKILLS

- ↳ Defining problems
- ↳ Setting goals
- ↳ Observing
- ↳ Formulating questions
- ↳ Storing information
- ↳ Retrieving information
- ↳ Comparing
- ↳ Ordering
- ↳ Classifying
- ↳ Representing
- ↳ Identifying attributes
- ↳ Identifying relationships and patterns
- ↳ Identifying main ideas
- ↳ Identifying logical fallacies
- ↳ Inferring
- ↳ Predicting
- ↳ Elaborating
- ↳ Summarizing
- ↳ Restructuring
- ↳ Establishing criteria
- ↳ Verifying

SUGGESTIONS for TEACHING in EXTENDED TIME BLOCKS BASED UPON CONTEMPORARY BRAIN RESEARCH

MAIN THRUST

- ◆ learning involves cognitive, affective, and psychomotor (Bruer)
- ◆ brain can figure out complexities; we need to facilitate the learning process
- ◆ learning is enhanced when there is personal meaning and connection with real life experiences (Sylwester) (Fitzgerald)

ACTIVITY APPROACH

- ◆ learning occurs best when information is chunked
- ◆ learning is reinforced by hands-on experiences
- ◆ students recognize complexities by examining sub-parts
- ◆ revisit new information in a variety of ways
- ◆ students can improve proficiency under a variety of conditions and situations
- ◆ hands-on activities get materials into locale memory system and/or long term memory
- ◆ teachers should be creative in structuring activities; team planning enables teachers to support each other in creating activities

MOTIVATION

- ◆ motivation for an activity will help the student see connections
- ◆ teachers must understand what is motivational for students (Caine & Caine)
- ◆ connection between emotion and learning is great; motivate via sight, sound, smell, and emotion

RECALL

- ◆ connect new information to what students already know
- ◆ the more connections and relationships exist, the easier it is to recall and use information
- ◆ learning involves linking new information to prior knowledge
- ◆ help students retrieve aspects of topics from long term memory
- ◆ help students remember a skill learned in a previous context

ASSESSMENT

- ◆ engage students in real life applications and solutions (Wiggins)
- ◆ gather evidence that learning is taking place (Burke)
- ◆ measure depth of understanding (Burber)

TRANSITION

- ◆ help students create a new schema or mental model
- ◆ learning is enhanced by time for reflection

SUMMARY

- ◆ concepts are formed through a series of episodes
- ◆ help students see the main idea and generalization
- ◆ brain will recognize patterns or emergence of concepts
- ◆ help students store new information

Reference: Brain Compatible Learning for the Block
by Williams and Dunn

The Multiple Intelligences

by Howard Gardner

1. **Linguistic** - the ability to use language effectively.
2. **Musical** - the ability to think in music the way people think in language.
3. **Logical-mathematical** - the capacity to reason and use numbers effectively.
4. **Spatial** - the capacity to think about the world of space, the way a pilot thinks about the large world of space, or the way an architect or sculptor thinks about a local kind of space.
5. **Bodily-Kinesthetic** - the ability to use your whole body or parts of your body to solve a problem or make something.
6. **Interpersonal** - the ability to understand and respond to other people.
7. **Intrapersonal** - the ability to know yourself and use that knowledge to be an effective person.
8. **Naturalist** - the ability to think about the world from an ecological standpoint; very interested in the happenings of the natural world.

CHARACTERISTICS of FIVE VARIED LEARNING STYLES

Auditory Learners....

- 📖 like to be read to.
- 📖 sit where they can hear.
- 📖 acquire information primarily through sound.
- 📖 are easily distracted by noises.
- 📖 enjoy listening activities.

Visual Learners....

- 📖 like to read.
- 📖 take copious notes
- 📖 tend to value planning and organization
- 📖 notice details.

Kinesthetic Learners....

- 📖 enjoy using manipulatives.
- 📖 remember what was done but have difficulty recalling what was said or seen.
- 📖 rely on what they can directly experience, do, or perform.
- 📖 are uncomfortable in classrooms that lack hands-on experiences.
- 📖 need to be active and in motion

Right-Brain Learners....

- 📖 think intuitively and respond well to open-ended activities.
- 📖 have a common-sense approach to problems.
- 📖 are spontaneous, impulsive, flexible, and creative
- 📖 solve problems through synthesis
- 📖 "see the forest."

Left-Brain Learners....

- 📖 are rational, logical, and verbal.
- 📖 like facts and knowledge.
- 📖 make objective judgments.
- 📖 respond to structure, order, and rules.
- 📖 solve problems through analysis.
- 📖 like schedules and lists and have a well-developed sense of time.
- 📖 "see the trees."

Definitive Middle School Guide
by I. Forte & S. Schurr

HANDS ON / ACTIVE INVOLVEMENT ACTIVITIES FOR EXTENDED TIME BLOCKS

1. Group work with student learning styles and multiple intelligences determining membership
2. Cooperative learning / jigsaw
3. Simulations, role plays, and other kinesthetic or movement activities
4. Inductive methods of concept development
5. Probing questions
6. Independent study
7. Peer tutoring
8. Learning stations
9. Demonstration by teacher or students
10. Explanation of tasks with concrete examples or models
11. Guided reading activity with vocabulary exercise and purpose
 - a. Individual work
 - b. Pairs of students
12. Projects – groups or individual
13. Differentiated assignments
14. Think / pair / share (repeat what others learn)
15. Complete chart or graph to record / categorize information
16. Timeline
17. Write a summary paragraph
18. Practicum for listening skills
19. Use of videos – commercially prepared or student created in class
20. Integration of technology
 - a. Internet
 - b. Research
 - c. Editing
 - d. CD Rom
21. Library research
22. Reports on novels, short stories; chapters of textbooks
23. Newspaper, magazines for current events
24. Develop, present a skit
25. Note taking strategies based upon oral presentation or reading in a text
26. Portfolio – individual or group

Differentiated Instruction

We need to move away from:

- ↳ traditional classroom
- ↳ lecture
- ↳ entire class involved in the same activity

We need to move toward:

- ↳ multiple activities to accomplish goals, objectives and standards
- ↳ hands-on/active involvement activities
- ↳ concrete to abstract concept development
- ↳ database of students' individual educational profile, including interests, to guide instruction
- ↳ update of database on regular basis to monitor progress toward mastery
- ↳ multiple forms of assessment
- ↳ continuous assessment
- ↳ challenge for each student
- ↳ cooperative groups

As you plan activities with 45 to 90-minute lessons, indicate provision for:

<u>LS</u>	<u>Learning Styles</u>
A	Auditory
V	Visual
K	Kinesthetic
RB	Right Brain
LB	Left Brain

<u>MI</u>	<u>Multiple Intelligences</u>
L	Linguistic
M	Musical
LM	Logical Mathematical
S	Spatial
BK	Bodily Kinesthetics
Inter	Interpersonal
Intra	Intrapersonal
N	Naturalist



PROVIDING STRUCTURE FOR SPECIFIC LESSONS: GENERAL GUIDELINES

1. Identify a major thrust for the extended time block. This thrust should include and integrate key content, skills, and personal development.
2. Sub-divide the time into modules of 15 to 20 minutes each, based upon attention span limits of students.
3. Plan a variety of types of activities for each of the modules, including opportunities for hands-on, interactive participation.
4. Allow time for teacher presentation, independent work, and group/interactive activities.
5. Clarify purposes for each activity. Pupils should know why they are completing a specific activity.

①②③
6. Provide adequate motivation, readiness, and goal-setting for each activity.
7. Utilize recall strategies in a developmental fashion; recall can be vertical (that subject) or horizontal (interdisciplinary).
8. Include transitions to connect various activities; help students to see these connections. Students should be actively involved in a series of hands-on activities.
9. Know cognitive levels of students; move from the concrete to the abstract in the concept development process.
10. Construct effective questions to conclude various segments of the lesson as well as the overall summary. Assess student performance and concept mastery before proceeding to higher levels of performance/understanding.
11. Use wait time.
12. Activities should flow as a series of inductive experiences designed to enable students to realize the main thrust of the lesson.

MAXIMIZING THE POSITIVE EFFECTS OF BLOCK SCHEDULING

Listed below are important recommendations:

- * 1. Teachers must develop and follow monthly, weekly, and daily pacing guides.
2. Teachers must master a minimum of five instructional strategies that engage students directly in the learning process and should aim to master seven or eight strategies.
- * 3. Teachers should pace each lesson by changing grouping patterns, varying presentations, and using different instructional activities every 10 to 15 minutes. In most cases, a teacher should use a minimum of three instructional strategies during any period.
4. Teachers should incorporate alternative and authentic assessment practices when evaluating students. (later)
- * 5. Teachers must use the entire class period for instruction. Every day. Period!
6. Teachers should strive to be creative and flexible in assigning activities.
7. Teachers should coordinate and incorporate outside assignments into regular classroom activities. (B)
- * 8. Teachers should monitor individual students consistently to be sure of total student participation.
9. Teachers should mentor, formally or informally, beginning teachers and veteran teachers having difficulty with instruction in block scheduling.
10. Principals (and/or staff development personnel) must provide continuous staff development for all teachers throughout the year on the topics of curriculum / instructional alignment, instructional pacing and strategies, and time management.

Queen, J. Allen. *The Block Scheduling Handbook*.
Thousand Oaks: Corwin Press, Inc., 2003.

<p>Assessment</p> <p>Pre-Assessments Post-Assessments Rubrics Observations Conferences Open-ended questions Journals Projects Presentations Tests Quizzes Checklists Debates Self-assessments Standardized tests</p>	<p>Cooperative Learning</p> <p>Think-Pair-Share A-B Pairs Jigsaw Formal Groups (assigned roles) Reciprocal Teaching Problem Solving Teams-Games-Tournament Team Presentations Competitive Reviews Peer Review Project Groups Case Study Method Contracts Literature Circles Peer Tutoring Inquiry Discovery</p>	<p>CRISS</p> <p>QARs Summarizing Pattern Puzzles Sticky Note Discussion Selective Highlighting Two-Column Notes Definition Map KWL Advanced Organizer Graphic Organizer Learning Log A-Z Knowledge Spool Papers RAFT Framed Paragraph Vocabulary/ Concept attainment Activating Prior Knowledge</p>
<p>Differentiation</p> <p>Compacting Independent Projects Interest Centers/Groups Tiered Assignments Flexible Grouping Learning Centers Varying Questions Mentorships/Apprenticeships Contracts</p>	<p>Diverse Learners</p> <p>Multiple Intelligences Right Brain/Left Brain Learning Styles Scaffolding Leveled Questions Video Clips Audio Tapes Connections Socratic Seminars Synectics</p>	<p>Products/Activities</p> <p>Simulations, role play, skits Timelines Newspapers, magazines Portfolios Summaries/Parodies Real-life applications Lab/research reports Songs, drawings Speeches</p>
<p>Teacher Resources</p> <p>www.learnnc.org www.dpi.state.nc.us www.collegeboard.org www.ncwiseowl.org teachers.teach-nology.com rubistar.4teachers.org/</p>	<p>Technology Integration</p> <p>Computer center Demonstration station Search engine Web Quest Collaborative Project Independent Research Curriculum Integration</p>	

